

DOCUMENT RESUME

ED 251 873

CS 504 782

AUTHOR Curtis, Dan B.
TITLE Marketing the Training Course On- and Off-Campus.
PUB DATE Nov 84
NOTE 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Competition; *Departments; Enrollment; *Enrollment Influences; Higher Education; *Marketing; Needs Assessment; Speech Communication; *Speech Curriculum; *Student Recruitment
IDENTIFIERS Central Missouri State University; *Market Research

ABSTRACT

For an academic department to successfully compete for resources today, it must keep its enrollments up by actively marketing its courses. The "minimal marketing" strategy used in the past, where departments designed programs and simply waited for students to appear, is no longer effective. At Central Missouri State University the department of communication has adopted a "balanced marketing" strategy to promote its courses. This strategy strikes a balance between minimal and aggressive marketing. It assures a quality product and reasonable promotion efforts to achieve high product adoption and high consumer satisfaction. Course design is based on a needs assessment, and the course is promoted among the constituencies that expressed the need. The marketing of a communication training course is a case in point. It is promoted in a variety of ways, including, (1) guest appearances by the department chairman in public speaking and interpersonal courses to discuss the need for communication training; (2) flyers describing degree programs in communication given to students; (3) classroom discussion in each course of departmental offerings for the next semester; (4) memoranda about the course circulated to all departmental chairpersons, graduate advisors, and selected students; and (5) lunches with academic advisors who handle student course enrollment. Marketing the course off-campus is likely to be the next step for futurists say that educational institutions will soon be heavily engaged in training and retraining programs. These will have to be tailored to meet the needs of government agencies and large corporations. (Appendixes contain samples used to promote the materials course.) (RBW)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

**Marketing the Training Course
On- and Off-Campus**

**Presented at the Annual Convention
of the Speech Communication Association
Chicago, Illinois
November, 1984**

**Dan B. Curtis
Department of Communication
Central Missouri State University**

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Dan B. Curtis

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ED251873

CS 504 782

The purpose of this paper will be to explain the marketing strategies used to promote Communication Training on-campus and to suggest some off-campus possibilities for marketing a training course. Marketing, as used in this paper refers to the "analysis, planning implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives."¹ For a description of our communication training course at Central Missouri State University see Appendix 3.

The Department of Communication at Central Missouri State University, to date, has been very active in promoting the need for its services. Due to the Department's efforts, we now have four courses in the University's new General Education program for the 1984-85 school year. All students must take either SpCm1000, Public Speaking or SpCm3000, Interpersonal Communication. The other two courses, SpCm2125, Listening and MCom1000, Introduction to Mass Communication, are optional. The successful campaign which led to this good fortune is reflected in an earlier published paper.² Moreover, we have approximately 550 majors, minors, and graduate students, making our degree program the largest in the College of Arts and Sciences.

Lest we rest on our laurels, however, we are constantly seeking new ways to serve various publics. One of the current challenges has been ways and means of marketing a communication

training course on- and off- campus. While we by no means have mastered marketing, we are aware that a successful department must have "a purposeful coalescence of people, materials, and facilities seeking to accomplish some purpose in the outside world".³ At times in the past, we have been able to combine all three of the aforementioned factors. However, during a time of scarce resources it is now imperative that we generate substantial semester hours to insure the future of our training course, as well as a number of other courses that are electives rather than core requirements for our various programs.

To date, our marketing style for the training course has been "minimal marketing." The educational philosophy of a "no-sell" marketing approach has been based on the assumption that demand for our product, communication training, will grow simply because we have a quality curriculum that is being well-taught.

For years we in academics have designed programs and simply waited for students who desired to learn. I anticipate "balanced" marketing, i.e. marketing that is a balance between minimal and aggressive marketing, may be our future style. We are not unmindful of colleagues who view "marketing" with negative connotations because it is seen as "a threat to the comfortable illusion that higher education is a sublime activity that needs no market engineering to survive."⁴ All of us in academic communication positions need to awaken to realities because gone are the days, at least on our campus, when a graduate course with fewer than 10 students or an undergraduate course with fewer than 20 can easily be justified administratively. Balanced marketing assures a quality product

and reasonable efforts of promotion to achieve "high product adoption and high consumer satisfaction."⁵ For such an approach to be successful we must insure our program design is based upon needs assessment and promoted specifically among constituencies that have expressed the needs.⁶

On-campus, our marketing of Communication Training has been largely accomplished through the use of only one marketing stage--promotion. Each semester the Department Chair makes numerous guest appearances in public speaking and interpersonal courses and presents a lecture entitled "What is Your EQ?" This lecture discusses the information age in which we live. It explores from a global and an alumni- testimonial perspective the needs of business, industrial and governmental (BIG) agencies. Special emphasis is given to the training needs that have been identified in BIG agencies. Students are also given a flier B.S.O. 1 (see appendix) which discusses our organizational communication program.

In addition to this lecture, each faculty member teaching public speaking, introduction to communication, listening, small group communication, interviewing, presentational speaking, and interpersonal communication is asked to take 10-15 minutes during one class period to discuss course offerings for the following semester. Generally, this flier is distributed in coordination with the first day of senior enrollment for the next semester (see appendix 2).

Because we believe communication students profit from interaction with students from a variety of disciplines, who bring unique training needs and perspectives, we send a

memorandum explaining the training course and why it is needed, to all Chairpersons, Graduate Advisors, and selected students (see appendix 3).

Finally, we arrange a "brown bag" lunch once per semester with the Academic Advisors, who are charged with the responsibility of enrolling all students in various university courses. In this session we praise the advisors for their foresight in supporting our program and provide information about "special courses" we are offering for the coming semester. This is an ideal time to explain the importance of these courses for those entering human service or human resource development areas in such fields as: safety, criminal justice, business, recreation and a variety of occupations in the applied sciences and technology. The aforementioned activities largely comprise on-campus marketing of the course. The only additional means of promotion would be through our departmental advisement system (each major or minor is assigned a departmental advisor), word of mouth, or printed schedules of courses. It should be noted that this semester the training course filled to the established ceiling of 20 prior to the circulation of the appendix 3 flier. Thus, we are presently still enjoying a "seller's market" situation.

Marketing the communication training course off-campus is an area we have not heretofore explored. A futurist, Michael Annison, recently spoke on campus during our faculty plan days. Annison predicts that by the early 1990's, higher education will take on an entirely different face. He believes, for example, that the colleges and universities that survive will be teaching

at least 50% non-credit courses and many of these courses will be off-campus. Toffler suggests that business probably spends more money on employee education than higher education now spends on students. Since employers spend between \$20 and \$30 billion yearly on training, we have no reason to question the continued expansion of BIG organizations to increase their role as "corporate colleges." It is no secret that the demand for training and development activities in business, industry and government agencies has greatly accelerated in the past few years. Toffler envisions that "Training is going to be one of the biggest Third Wave industries of all. It will even become a significant export industry."⁷ Toffler notes that "we are about to go into the training and retraining business on a tremendous scale. All the hightech societies will have to pour resources into this activity, whether the task is done by the private sector, the education system, the military, the media, or all the above."⁸ Toffler further states: "We've just had a report submitted to the U.S. congress that argues the lack of a strategy for retraining 'is a major barrier to America's economic renewal.'"⁹ Toffler suggests trainers will have to be "good at empathy...people who are sensitive managers and organizers...we need fighters and conciliators and crosscultural communicators."¹⁰ If Toffler is accurate in his analysis, the intensified emphasis on training mandates the marshalling of our available educational resources to prepare trainers.

We need to become aware of off-campus needs of such government agencies as the IRS and FBI, such large corporations as TWA and ITT, and such relatively new demand areas as Executive

Directors of Associations, many of which are volunteer organizations. Additionally, there is an increasing interest in adult education and whole life learning.

Additional promotional tools for marketing communication training within various sections of BIG that can be used with some success are C.E.U. credits through continuing education, non-credit certificates, mass media advertising, telephone techniques, segmented mailings, and shopping mall point-of-contact.

While many educators would rather leave this whole marketing process to university recruiters and "fate", the satisfied BIG client is the key to the success of much of our long-range marketing of communication training. However, we must first identify these BIG needs and begin to service them. A suggested model which will give a well-balanced view of areas for a comprehensive marketing program would include: promotion of a communication department sequence, assessment of needs within other departments and units on campus, integration of adult and/or a continuing education program, promotion through various BIG agencies, and the servicing of the needs of executive directors of numerous voluntary associations. For a program to be effective departments should consider providing clients with the skills identified on the rim of the wheel (see appendix 4).

Effective marketing requires careful research to ascertain existing needs of our various "publics" and how to service them in a responsible manner. Certainly the entire marketing process for an educational institution involves a careful assessment of "student" needs, the development of

effective promotional and delivery strategies to meet those needs, and sound evaluation methods for measuring the effectiveness of the marketing efforts. Educational institutions that survive into the twenty-first century will undoubtedly be masters of marketing on- and off-campus.

Information Sheet for Bachelor of Science in Organizational Communication

1. What is Organizational Communication?

Organizational communication is the study of the flow of messages within formal organizations, which includes the sending and receiving of messages between the organization and its divisions, between the organization and personnel and among personnel within the organization. An organizational-communication specialist is essentially a communication manager; one who facilitates various communication activities so as to encourage efficient and effective use of material, economic, and human resources.

2. What are the objectives of the degree program?

To prepare effective practitioners of communication in organizations. This person will be able to apply communication knowledge and skills to a wide range of administrative, managerial, and human relations situations. Examples include: directing and maintaining efficient communication systems, providing inservice communication training to others and advising managers in the use of efficient and effective communication procedures of serving in a management capacity.

3. What positions (jobs) do organizational communication majors obtain?

Communication majors are prepared for management positions in business, industrial or governmental agencies. Majors are particularly suited for positions in personnel, inservice training, sales or promotional work. Above all, interpersonal and/or public communication should be an essential job requisite. Recent graduates have been placed with such companies as Xerox, Bendix, Farmland Industries, Kansas City Chiefs, Armour-Tial, and Kansas City Power and Light.

4. What are the advantages of the program?

An emphasis in communication provides the graduate with tremendous flexibility. Many employers provide the specific training they desire for the particular jobs. However, typically they are not prepared to train employees in effective communication skills. Our program provides these communication skills vital to job success.

5. What are practical minors to complement the major?

Any minor which supports the interest of the student will complement a major in organizational communication. Suggested minors include management, marketing, business administration, psychology, mass communication, public relations or sociology.

6. What student organizations are available to speech communication majors?

Speech Communication Society is an organization which has a social as well as service dimension. Purposes of the club are to: enhance educational experiences for ourselves and establish rapport with faculty; bring speakers to campus who are involved with communication; sponsor educational trips; inform students about current job opportunities in the field of speech communication; publicize the field of speech communication on campus and educate the general student body on this area. For information about joining SCS, please contact Dr. Clifton Adams, faculty sponsor, in Martin 127C.

7. How do I get into the program?

Students entering the program should have a 2.5 cumulative grade point average. An information checklist can be secured from the department secretary. That checklist provides details for entering the Bachelor of Science in Organizational Communication. For additional information check your catalogue and see any member of the Speech Communication faculty.

8. Acceptance into the B.S.O. program comes through an official letter of notification from the B.S.O. committee. Assignment of an advisor, letters of welcome, and receipt of a worksheet do not constitute acceptance.

SPECIAL ANNOUNCEMENT from the Department of Communication
Featured Classes for Spring 1984-85

With the growing recognition of the vital role of communication, it becomes important that you learn the aspects of effective communication. From a career viewpoint, employers recognize the value of broad training in communication to persons seeking a job. The courses discussed below are designed to help you to be a better communicator. All will be taught Spring or Summer sessions. You can take any of these and have a rewarding experience.

SpCm1120--Introduction to Communication

Taught: 9:00 MW

This course is the beginning course for majors and minors in speech communication, and an excellent elective for anyone interested in learning more about communication. Course content introduces you to most of the major areas of the field. Topics considered include the process of communication, symbolism, body language, person to person communication, small group communication and persuasion. Direct your questions to Ms. Booth-Butterfield (Martin 127-D).

SpCm2125--Improving Listening Abilities

Taught: 9:30 TR

"What did you say? I wasn't listening!"--a common type of difficulty most of us experience when communicating. Research in listening indicates that the average person listens to only one-half of what a speaker is saying. In fact, the act of "listening" takes a larger part of our total time spent communicating than speaking, reading, or writing. Improving Listening Abilities is a practical course in which we identify difficulties experienced in listening, skills to overcome barriers to effective listening, and how these skills can be applied to social and job-related situations. Please direct your questions to Dr. Floyd (Martin 136-B).

SpCm2130--Small Group Communication*

Taught: 9:00/11:00 MWF

For most of us, we live, work, and play in groups. A dominant factor in our whole life will be our membership in task, social, religious, recreational political, and educational groups. Here is an exciting course where most of the learning takes place in group activities--meeting and interacting with other people. We study leadership, problem solving, interpersonal relations, and group interaction. Questions should be addressed to Dr. Curtis (Martin 136-D) or to Dr. Mazza (Martin 136-L).

SpCm3125--Nonverbal Communication

Taught: 9:30 TR

Most of how others perceive you is based in your behavior. Most of your judgments--accurately or not--are based upon the behavior of others. Nonverbal Communication studies the interpretations which are generally given to behavior in everyday social interactions and the methods of improving the appropriateness of these interpretations. The course, therefore, helps you in your intimate, social, and working relationships. For more information about the course, contact Dr. Mazza (Martin 136-L) or Dr. Yocum (Martin 127-E).

SpCm3127--Interviewing: Principles and Practice*

Taught: 11:00 TR

For many professionals, interviewing is a crucial aspect of their job. Whenever you seek information from others in order to do your job, whenever you give instructions to a subordinate, whenever you give and receive appraisals, discipline, and counseling, or whenever you wish to simply find out how things are going, the interview is the normal method chosen. Many careers are dependent upon professional interviewing skills. Four basic types of interviews will be considered: informal, persuasive, employment, and appraisal. For further information see Dr. Wiasor (Martin 136-J).

SpCm3150--Presentational Speaking

Taught: 10:00 MWF

If you enjoyed Public Speaking and wished time had been available for making speeches in professional settings, you will probably be interested in this course. You will have numerous opportunities to polish your communication skills for such presentations as technical reports, briefings, sales proposals and goodwill presentations. For further information see Dr. Curtis (Martin 136-D).

SpCm4120--Persuasion

Taught: 12:30 TR

This course examines ways in which communication is currently being employed to influence human attitudes, beliefs, and behaviors. Further, the course considers methods of judging the effectiveness of these techniques. Direct questions to Dr. Brooks, (Martin 136-N).

SpCm4200--Communication Training

Taught: 2:00 TR

This course will serve as an introduction to the procedures and practices of training in communication. The course will cover designing, presenting and evaluating training programs. Students will prepare aspects of a training proposal as well as participate in an in-class training simulation. Field trips to training facilities in the Kansas City area are planned. For further information about the course, contact Dr. Gould (Martin 136-E).

SpCm4200--Gender Communication

Taught: 6:00 T

There appears to be an increasing interest in studying the sex or gender variables as they relate to communication. This course is designed to examine male and female communication as it relates to development of communication competency. The acquisition of stereotypes from our culture, educational systems, media, etc., will be examined. Verbal and nonverbal gender differences in organization small groups, and interpersonal communication settings will receive attention. The course will also encourage each student to pursue his or her special interest area. Ms. Booth-Butterfield (Martin 127-D).

SpCm4280--Communication in Organizations

Scheduled for Summer, 1985

Few, if any, of us will escape membership in complex, formal organizations. Organizations have become a dominant factor in modern society and increasingly we observe the effects of organizational life upon human behavior. Communication in Organizations provides a nonperformance context for the study of human communicative behavior within formal organizations. In this course, students learn speech communication theory and principles which can be used to analyze, measure, and improve organizational communication systems. Our main concern enters around improving the organizational message system within the organization. Since increasing numbers of students seek employment in business, industrial, and governmental organizations, the practical applications of this course would seem vital. Direct your questions concerning this course to Dr. Mazza (Martin 136-L).

JUST A REMINDER . . . that college graduates with speech communication degrees are qualified for jobs in a wide variety of career fields. Here is a sample of occupations now filled by persons who majored in speech communication: public relations personnel, management, sales, marketing, advertising, industrial relations, social work, law, public office, and speech writing.

*Required course for Organizational Communication Internship. Majors and minors should request an advisor in the Department of Communication to guide their program and insure the proper sequencing of courses.

MEMORANDUM

DATE: October 23, 1984

TO: Department Chairpersons, Graduate Advisors and Students

FROM: Dan B. Curtis, Chair, Department of Communication

RE: Variant Course Offering--Spring Semester

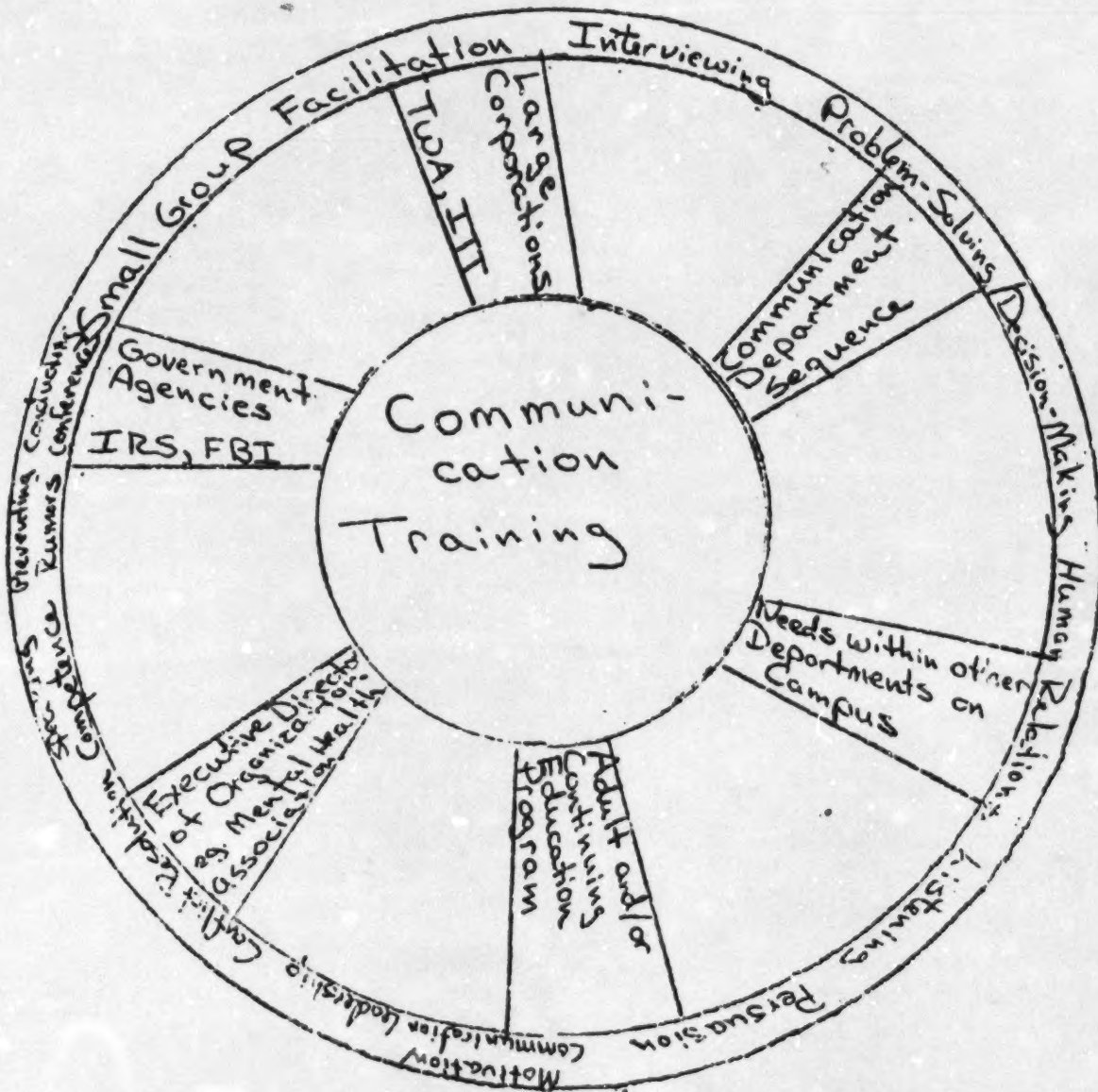
SpCm 4200, Communication Training taught at 2:00 on Tuesday and Thursday, 3 semester hours credit.

The course, Communication Training, will serve as an introduction to the procedures and practices of training in communication. The course will cover designing, presenting and evaluating training programs. Students will prepare aspects of a training proposal as well as participate in an in-class training simulation. Field trips to training facilities in the Kansas City area are planned. For further information about the course, contact Dr. Malloy Gould (Martin 136-E).

WHY IS A COURSE IN COMMUNICATION TRAINING NEEDED?

The demand for training and development activities in business, industry and government agencies has greatly accelerated in the past few years. Toffler suggests that business probably will spend more money on employee education than higher education now spends on students. He envisions that "Training is going to be one of the biggest Third Wave industries of all. It will even become a significant export industry." (Toffler, 1983, 57) Toffler notes that "we are about to go into the training and retraining business on a tremendous scale. All the hightech societies will have to pour resources into this activity, whether the task is done by the private sector, the education system, the military, the media, or all the above." (Toffler, 45) Toffler further states: "We've just had a report submitted to the U.S. Congress that argues the lack of a strategy for retraining 'is a major barrier to America's economic renewal.'" (Toffler, 45) Toffler suggests trainers will have to be "good at empathy . . . people who are sensitive managers and organizers . . . we need fighters and conciliators and crosscultural communicators." (Toffler, 39) If Toffler is accurate in his analysis, the intensified emphasis on training mandates the marshalling of our available educational resources to prepare trainers.

Alvin Toffler, Previews and Premises, Morrow Publishers, New York, New York, 1983.



FOOTNOTES

- ¹Philip Kotler, "Marketing for Nonprofit Organizations," Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1975.
- ²Dan Curtis, James Floyd and Jerry L. Winsor, "A Case for Cral Communication Skills," Association for Communication Administration Bulletin. Issue #39, January, 1982, p. 42-44.
- ³Kotler, p. 5.
- ⁴Philip Kotler, "Applying Marketing Theory to College Admissions," Paper presented at The Colloquium on college Admissins. May 16-18, 1976. Available through ERIC, Ed. 165557.
- ⁵Kotler, p. 9.
- ⁶Wray Buchanon and Frank Hoy, "An Application of the Marketing Mix to Adult Education," Lifelong Learning: The Adult Years, Vol. 6, W5, p. 16-17, 30, January, 1983.
- ⁷Alvin Toffler, Previews and Premises, Morrow Publishers, New York, New York, 1983, p. 57.
- ⁸Ibid, p. 45.
- ⁹Ibid.
- ¹⁰Ibid., p. 39.